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By-Dolan, R. Edmund
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In response to the need for a clear understanding of student personnel programs in the Chicago City College system, the following strategies were employed: (1) the Council of Student Personnel Deans adopted a statement titled "Principles and Corollaries for a Philosophy of Community College Student Personnel Services" which was drafted with the help of students, faculty, administrators and outside consultants; (2) the Inventory of Selected College Functions was administered to students, faculty, and administrators for an evaluation of the college's student personnel services and it was found that all three groups rated services as less than "good"; (3) a staffing pattern study showed that all student personnel units were lacking clerical support and that the counseling unit was understaffed in professional personnel. (4) $7,200 was requested by the student personnel deans and the instructional services office to establish an in-service training program for student personnel staff, but due to a fiscal crisis, no funds were made available, and (5) three consultants were retained to draft specific recommendations for the Chicago City College Chancellor regarding the student personnel program. (MC)

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"Strategies for Facilitating the Development of Student Personnel Programs at Chicago City College"

JC 690 210

R. Edmund Dolan
Chicago City College
May 1, 1969

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INSTITUTE OBJECTIVES

The objectives of the 1968-69 Michigan State University Institute for College Student Personnel Workers are as follows:

1. To provide a body of knowledge concerning the college student in his learning environment which is basic to the practice of college student personnel.
2. To provide understanding of the practice of college student personnel work as a means of facilitating maximum development of each student's potential.
3. To acquaint the participant with innovations in the techniques commonly employed by student personnel workers, e.g., administration, counseling.
4. To facilitate the application of the newly acquired knowledge and skills by each participant on his own campus by providing field supervision during the academic year following the summer period of training.
5. To promote cooperation between and among college student personnel workers so that ideas and resources may be shared and thus, strengthened all programs involved in such a cooperative effort.

It is to the fourth and fifth objectives that this project most directly relates. However, before presenting the problem let us first provide a setting by acquainting ourselves with the Chicago City College system.

CHICAGO CITY COLLEGE

Chicago City College is both new and old. It was founded in September, 1911, when 28 students attended the first class in the Crane Technical High School building on the near west side. This was the beginning of Chicago's present public community college system.

The junior college system was part of the Chicago Board of Education until July 1, 1966. On that day the board of junior college district #508, County of Cook, State of Illinois, became operative under the 1965, Illinois Public Junior College Act. This law allowed control to the transferred from the common school board to the state system of junior college districts. The new board operates Chicago City College which encompasses the Amundsen/Mayfair College, Bogan College, Crane College, Fenger College, Loop College, the South-east College, the Wilson College, the Wright College, and the nationally recognized T.V. College.

A significant date in the history of the college system is the year 1934. During that year a major crisis in the struggle for the existence of the college developed when it was deemed necessary as an economic measure to abolish the institution during the depression. Attorney Clarence Darrow led the community in protesting the abolition of "the college of the people" as he put it. The board heeded the protest and reversed its decision with one major change. Not one but three junior colleges were now planned.

It is estimated that in the first 50 years of its history from 1911 until 1962,when the last of the eight colleges "Loop" came into existence, nearly 266,000 students were served. In the next 6 years, from 1962 to 1968 it served nearly 575,000 students. Oscar E. Shabat, who was appointed the first Chancellor of Chicago City College in December 1966 said on the day he was installed into the office: "In our fight for survival and for a progressive and qualitative educational program the date of July 1, 1966 ranks in

significance with September 1911, and with September 1934. There is this exception: with this new beginning the prospects and the achievements of the high professional public community college are even greater today."

PURPOSE OF PROJECT

Chicago City College is a new institution and student personnel work is a new profession. It is obvious that the challenges that Chicago City College face within the next decade are formidable. If the goals and objectives of this multi-campus urban institution of higher learning are to be met, careful preparation and sound planning must be accomplished. The importance of the tasks commonly defined as "student personnel services" to the achievement of the college's goals and objectives have been generally accepted. There are those (Medsker, McConnell, Cosand) who believe that these services represent the core of the college program and that without a minimal degree of success the college is doomed to fail at achieving its full potential. Although there is general agreement that the student personnel program is an area of key sensitivity, the two-year Carnegie Project for Appraisal and Development of Junior College Student Personnel Programs reports the dismal record of achievement.

A. Three-fourths of the junior colleges in the country have not developed adequate student personnel programs.

B. The counseling and guidance functions of the student personnel work are inadequately provided in more than one-half of the colleges.

C. Those functions designed to coordinate, evaluate and upgrade student personnel programs are ineffective in 9 out of 10 institutions.

D. Many student personnel programs lack professional leadership that might enhance development.

E. The vast majority of programs are operating with insuffient number of trained staff members.

F. Nature and purpose of student personnel work have not been effectively interpreted to board members, administrators, faculty, or the community.

G. The favorable climate for development is lacking in most cases.

H. Criteria and related sources on comparable data for evaluating the student personnel programs are almost nonexistent.

PROBLEM

The need for a clear understanding of the current status of student personnel programs at the Chicago City College has led to this undertaking. No formal institutional efforts exist at Chicago City College to evaluate counseling, advisory programs, financial aid services, orientation, placement, admissions, registration, or student activities. In-service programs for student personnel educators are nonexistent. Defined rationales for budgeting and staffing or even statements for the objectives of the various student personnel programs are lacking.

Thus the intentions of this project are to be viewed as two-fold.

1. Long Range

   A. To gain the understanding and support of board members, administrative colleagues, teaching faculty and students of Chicago City College.

B. To stimulate professional growth and awareness among student personnel educators and staff members.

2. Immediate

A. A statement of philosophy of student personnel services in an urban, community college.

B. Definition and clarification of functions.

C. Evaluation of student personnel programs at the individual campuses of Chicago City College.

PROCEDURES

Understanding that the long range objectives of this project are at this time impossible to measure but are certainly worthy goals, a number of strategies were employed. After consultation with each of the eight student personnel deans concerning the objectives before us, concensus was reached with reference to the following:

Philosophy and Functions

To be sure, a total understanding of student personnel programs and philosophy by the college was impossible until a clear understanding of such by the student personnel staffs was developed,accepted and articulated. At a time when such dynamic change is taking place within the student personnel area and when students are becoming more and more actively involved it was agreed that a logical starting point would be a statement of philosophy. Once this statement had been developed, articulated, and accepted, further statements regarding roles, functions, staffing and new programs would be appropriate.

Program Evaluation

It was agreed that an evaluation of specific student personnel functions by specific groups would be of value in that the results of such an evaluation could serve as a discussion base with administrators, faculty and students in order to elucidate purposes, programs, functions and needs of student personnel services.

Staffing Survey

It was agreed that a staffing study should be made to provide some comparative data.

In-Service

Each student personnel dean agreed to submit a request for in-service monies to help upgrade staff members and to increase professional growth and awareness.

Consultants

It was decided to encourage the use of Consultants to assess the strengths and weaknesses of the student personnel programs at CCC and to make specific recommendations based upon these assessments.

PROGRESS REPORT

A. Philosophy and Functions

On August 9, 1968 the Council of Student Personnel Deans appointed a sub-committee on Philosophy and Functions. This committee was given the charge of drafting a statement for adoption by the Council in general. Once accepted by the

council it would be channeled to the board and accepted as an official statement of philosophy. Appendix "A" includes examples of the working document. As of May 1, 1969, the statement has been reworked several times to reflect comments by students, other administrators, faculty and outside counsultants. It is due to be properly processed and accepted as the official college position with regards to "Principles and Corollaries for a Philosophy of Community College Student Personnel Services".

I would like also to point out that the working sessions proved a valuable in-service experience for many of the deans. Prior to assuming their present positions (earliest July 1967) none of the deans had had similar experience and only one dean had professional preparation in the general area. After one particularly stimulating session, two deans approached me separately each enthusiastically commenting on the fact that they found the sessions stimulating and very worthwhile.

B. Program Evaluation

The purpose of a program evaluation was to provide relevant data about the student personnel program upon which meaningful community discussion could take place.

In consultation with Drs. Max Raines, Marie Prahl and Walter Johnson it was agreed that the most appropriate instrument would be a revised version of the Carnegie Study, Inventory of Selected College Functions (ISCF). (See Appendix B). It should be pointed out that while ISCF was used in a

national study, no effort has been made to establish the reliability of items in the instrument.

The Council of Student Personnel Deans decided that the questionnaire, in view of the objectives, should be given to three primary groups: students, faculty and administrators. Furthermore, the questionnaires should be directed toward those identifiable "power" sources within the community. Thus it was decided to include the following from each college: the president or head, the academic dean and a member of his staff, the student personnel dean and a member of his staff, the student newspaper editor, the student government president, a student-at-large, e.g., president of Black Student groups, the presidents of the faculty council and the faculty union delegate.

The questionnaire was distributed near the end of the Fall 1969 semester. Nearly ninty percent of the participants returned completed questionnaires. Evaluators ranked each function as directed. In tabulating results the following were the weighted values of the alpha characters: A=4, B=3, C=2, D=1, F=0, X=0 and Z=no value and not included.

Tables I, II, III and IV contain various data summaries meaningful for discussing.

Table I lists each of the thirty functions (one function, number 18, Inter-collegiate athletics,was eliminated) and the mean score which specific groups

gave that function. Also listed are the overall average or mean score for each function and the overall average or mean designated by each evaluating group.

Table II lists each of the thirty functions in rank order. It is of interest to note that 29 of 30 functions received an average score of less than good (3.00). The only function given an average rating of good was "providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interest (co-curricular activity.)"

Table III presents those functions which when subjected to the chi square analysis differ significantly from the expected mean. The expected mean here used is the feasible score 2.5 which on the continuum of very poor to excellent falls half way between fair (2.0) and good (3.0). Each of these twelve basic student personnel functions mean scores vary to such significant degree from the expected mean score that we cannot attribute the results to chance.

Table IV presents the overall mean rating of the thirty selected functions by evaluating groups. It is indeed interesting to note that college presidents and student personnel educators both give the highest overall mean score of 2.27. The students and the academic administration staff (including the academic dean) had identical mean scores of 1.98; faculty evaluators give the lowest rating of 1.95. Each group, however, rated the student personnel program far below a desirable score of "good" (3.0).

TABLE I

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

	1. Pre.Coll. Informat.	2. Educ. Testing	3. Applicant Appraisal	4. Student Registr.	5. Student Records	6. Acad. Regulatory	7. Applicant Consulting	8. Group Guidance	9. Student Advisory	10. Student Counseling	11. Career Inform.	12. Student Induction	13. Social Regulatory
1. Student Pers. Dean	3.2	2.1	2.4	3.1	3.1	3.0	2.0	1.7	2.7	3.4	2.3	2.1	2.4
2. Student Pers. Staff	3.1	2.5	2.8	2.9	2.6	3.0	2.9	1.3	3.3	3.3	3.0	2.6	1.6
3. College Pres./Head	2.9	2.1	2.2	2.7	3.1	3.5	2.3	1.5	2.7	2.7	2.2	2.1	2.0
4. Acad. Dean	2.6	2.0	2.3	3.0	2.6	2.6	2.6	1.6	2.4	3.1	2.4	2.4	2.7
5. Acad. Admin.	1.4	1.7	1.6	2.5	2.8	3.1	1.4	0.3	2.0	2.0	1.9	2.2	1.4
6. Pres-Fac. Coun.	2.8	1.3	1.3	2.5	2.0	3.0	2.0	1.2	2.2	1.9	2.0	1.2	0.8
7. Fac.Union Delegate	2.0	2.5	2.3	2.2	2.6	3.0	1.5	1.8	3.1	3.1	2.8	2.3	1.4
8. Stud. Newspaper Ed.	2.9	2.0	2.0	2.0	2.8	2.1	2.2	1.0	2.7	2.9	2.3	1.9	1.2
9. Pres-Student Gov't	2.7	2.1	1.6	2.3	3.3	2.7	2.0	0.7	1.9	2.0	2.0	1.0	1.4
10. Student-at-large	3.0	3.0	2.0	3.0	2.5	2.5	2.0	2.0	3.0	3.0	3.0	2.5	0.5
Average	2.83	2.14	2.14	2.58	2.77	2.90	2.11	1.30	2.59	2.75	2.37	2.03	1.67

TABLE I (continued)

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

	14. Student Self-Gov.	15. Co-Curr. Activities	16. Civic Involvement	17. Recreat. Activity	19. Finan. Assistance	20. Schol. Awarding	21. Co-Op Placement	22. Graduate Placement	23. Basic Skill Diag.	24. Basic Skill Dev.	25. Health Appraisal	26. Health Clinical	27. Non-Stud. Counseling
1. Student Pers. Dean	3.1	3.3	1.7	2.1	2.9	0.7	2.0	1.3	2.4	2.1	0.0	0.6	1.5
2. Student Pers. Staff	2.7	2.7	2.5	1.9	3.3	1.5	1.6	1.7	2.6	3.0	0.0	0.5	1.4
3. College Pres./Head	3.0	3.1	2.7	2.0	3.0	1.2	1.9	1.4	2.7	3.0	0.0	0.0	1.2
4. Acad. Dean	2.7	3.1	2.1	2.1	2.3	1.6	2.1	1.7	2.0	2.0	0.7	0.6	0.8
5. Acad. Admin.	1.6	2.5	2.2	1.8	2.7	1.5	0.6	1.2	1.3	1.5	1.0	0.0	0.0
6. Pres.-Fac. Coun.	2.1	2.9	1.9	2.4	2.5	1.0	2.2	1.6	2.2	1.6	0.1	0.0	1.5
7. Fac. Union Delegate	2.5	3.0	2.1	1.9	3.0	1.8	0.4	1.0	2.9	3.0	0.0	0.0	1.0
8. Stud. Newspaper Ed.	3.1	3.3	2.8	2.5	3.6	1.6	2.0	1.5	3.0	3.2	0.0	0.0	1.5
9. Pres.-Student Gov't	1.9	3.1	2.0	1.6	2.7	2.3	1.8	1.6	2.2	1.7	1.5	0.0	1.6
10. Student-at-large	2.0	3.5	1.5	1.0	2.5	0.5	0.5	1.0	1.0	2.0	0.0	0.0	0.5
Average	2.53	3.03	2.16	1.98	2.78	1.43	1.59	1.45	2.38	2.30	0.38	0.21	1.22

TABLE I (continued)

MEAN SCORE OF THIRTY FUNCTIONS BY INDIVIDUAL EVALUATION

		28. Program Articul.	29. Program Evaluation	30. Staff Development	31. Admin. Organiz.	Average
1.	Student Pers. Dean	2.2	1.0	2.6	2.3	2.196
2.	Student Pers. Staff	2.8	1.8	2.9	3.0	2.357
3.	College Pres./Head	2.5	1.3	2.7	2.9	2.236
4.	Acad. Dean	2.5	1.3	2.0	2.9	2.189
5.	Acad. Admin.	1.5	0.6	1.9	0.3	1.701
6.	Pres.-Fac. Coun.	1.6	1.1	2.0	2.0	1.758
7.	Fac. Union Delegate	1.5	1.2	1.3	1.5	2.055
8.	Stud. Newspaper Ed.	2.5	1.5	3.0	1.6	2.171
9.	Pres.-Student Gov't	2.1	1.3	1.6	2.4	1.903
10.	Student-at-large	2.0	0.5	1.5	1.5	1.750
	Average	2.24	1.20	2.20	2.18	

TABLE II

RANK ORDER OF THIRTY SELECTED

STUDENT PERSONNEL FUNCTIONS

RANK	FUNCTION	MEAN SCORE
1.	Co-Curricular Activity	3.03
2.	Academic Regulatory	2.90
3.	Pre-College Information	2.83
4.	Financial Assistance	2.78
5.	Student Records	2.77
6.	Student Counseling	2.75
7.	Student Advisory	2.59
8.	Student Registration	2.58
9.	Student Self-Government	2.53
10.	Basic Skills Diagnostic	2.38
11.	Career Information	2.37
12.	Basic Skills Development	2.30
13.	Program Articulation	2.24
14.	Staff Development	2.20
15.	Administrative Organization	2.18
16.	Civic Involvement	2.16
17.	Educational Testing	2.14
18.	Applicant Appraisal	2.14
19.	Applicant Consulting	2.11
20.	Student Induction	2.03

TABLE II (continued)

RANK ORDER OF THIRTY SELECTED

STUDENT PERSONNEL FUNCTIONS

RANK	FUNCTION	MEAN SCORE
21.	Recreational Activity	1.98
22.	Social Regulatory	1.67
23.	Co-operative Placement	1.59
24.	Graduate Placement	1.45
25.	Scholarship Awarding	1.43
26.	Group Orientation (Guidance)	1.30
27.	Non-Student Counseling	1.22
28.	Program Evaluation	1.20
29.	Health Appraisal	0.38
30.	Health Clinical	0.21

TABLE III

MEAN SCORE OF TWELVE SIGNIFICANTLY DIFFERENT FUNCTIONS

	N	MEAN	X^2
Co-Curricular Activity	57	3.03	6.40*
Student Induction	57	2.03	5.04*
Recreational Activity	58	1.98	6.27*
Social Regulatory	55	1.67	15.15**
Co-operative Placement	52	1.59	17.22**
Graduate Placement	47	1.45	20.72**
Scholarship Awarding	51	1.43	23.31**
Group Orientation (Guidance)	57	1.30	32.49**
Non-Student Counseling	51	1.22	33.42**
Program Evaluation	54	1.20	36.50**
Health Appraisal	52	0.38	93.44**
Health Clinical	56	0.21	117.43**

* $P < .05$

** $P < .01$

TABLE IV

OVERALL RANKING OF THIRTY SELECTED BASIC

STUDENT PERSONNEL FUNCTIONS AT CCC BY EVALUATING GROUPS

	N	Average Rating
College President or Campus Head	7	2.27
Student Personnel Staff, including Dean	14	2.27
Academic Administrative Staff, including Dean	14	1.98
Student Group	14	1.98
Faculty Group	14	1.95
All Groups Overall Average	63	2.075*

* $X^2 = 3.91$ $p < .05$

C. Staffing Pattern Survey

At the request of the Student Personnel Deans and Chancellor Shabat a staffing pattern study was undertaken. The study was completed and distributed on October 28, 1968. The model used, "Recommended Student Personnel Staffing Patterns by Administrative Units for Student Enrollments of Various Sizes" was taken from the American Association of Junior Colleges publication, Junior College Student Personnel Programs: What They Are and What They Should Be by Charles Collins, and from The Carnegie Report entitled Project for Apparisal and Development of Junior College Student Personnel Programs.

Upon examination of the survey it seems apparent that each unit is certainly lacking in clerical support. Likewise, it seems that the counseling unit, among others, is understaffed in both the professional and clerical areas. However, such figures must be understood in perspective. The following chart demonstrates that since 1963 the number of full time equivalent counselors has increased by some seven hundred percent whereas the number of students enrolled has increased by twenty-five percent. In the Fall 1965 when the student enrollment was approximately equal to the Fall 1968 enrollment, there were less than one-half the number of full time equivalent counselors. Likewise, the student-counselor ratio has been drastically reduced since 1963.

Year	1963	1965	1967	1968
Fall Enrollment	29,700	36,478	36,226	36,232
F.T.E. Counselors	7	24	34	49
Student-Counselor Ratio	1:4,242	1:1,520	1:1,065	1:740

RECOMMENDED STUDENT PERSONNEL STAFFING PATTERNS BY ADMINISTRATIVE UNITS AND FOR STUDENT ENROLLMENTS OF VARIOUS SIZES

Administrative Unit	Staff Levels	Enrollment (Head Count) 500	1,000	2,500	5,000	Cr. (2,000)	Fe. (2,700
Admissions, Registration and Records	Registrar or admissions director	1	1	1	1	(1)	(1
	Professional	0	1/2	1	2	(1)	(0
	Clerical	2	4	6	8	(5)	(2
Guidance and Counseling	Dean of guidance and counseling	1	1	1	1	(1)	(1/2
	Head counselor or supervisors	0	0	1	2	(1)	(0
	Professional counselors	1	2	8	16	(3)	(1-1/2
	Clerical	1	1-1/2	2-1/2	5	(1)	(1/2
Placement and Financial Aids	Director (combined)	1/2	1/2	1	1	(0)	(0
	Professional (Placement or scholarships)	0	0	1/2	1	(0)	(0
	Clerical	1	1	1-1/2	2	(0)	(0
Student Activities	Dean of student activities	1	1	1	1	(0)	(0
	Professional	0	0	1/2	1	(1)	(0
	Clerical	1/2	1	2	3	(0)	(0
Administrations	Vice-President of Student personnel	1	1	1	1	(1)	(0
	Admin. Ass't	0	0	0	1	(0)	(0
	Clerical	1	1	1	1	(1)	(0

R.E.Dolan
10/28/68

PRESENT STAFFING PATTERNS AT EIGHT CAMPUSES OF CHICAGO CITY COLLEGE - OCTOBER, 1968

Enrollment (Head Count)							
Cr. (2,000)	Fe. (2,700)	A/M (3,400)	S.E. (3,600)	Bo. (4,600)	Wil. (5,000)	Lo. (7,400)	Wr. (7,800)
(1)	(1)	(1)	(1)	(1)	(1)	(1)	(2)
(1)	(0)	(0)	(1)	(0)	(1)	(1)	(0)
(5)	(2)	(7)	(9)	(5-1/2)	(5)	(7-1/2)	(13)
(1)	(1/2)	(1)	(1)	(0)	(1)	(1)	(1)
(1)	(0)	(0)	(0)	(1)	(0)	(0)	(1/2)
(3)	(1-1/2)	(4-1/2)	(5-1/2)	(3)	(5)	(8)	(10)
(1)	(1/2)	(1)	(1)	(1)	(2)	(2)	(5)
(0)	(0)	(0)	(1)	(0)	(1)	(1/2)	(1)
(0)	(0)	(0)	(1/2)	(0)	(1)	(0)	(1/2)
(0)	(0)	(0)	(1)	(0)	(1)	(0)	(1)
(0)	(0)	(1)	(1)	(0)	(1)	(1)	(1)
(1)	(0)	(0)	(0)	(1)	(1)	(0)	(0)
(0)	(0)	(1/2)	(1/2)	(0)	(1)	(1)	(1)
(1)	(0)	(1)	(1)	(1)	(1)	(1)	(1)
(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)
(1)	(0)	(1/2)	(1/2)	(1)	(0)	(1)	(1)

Similar staffing pattern surveys will be conducted each Fall to reflect the progress and status of such administration units comprising the Student Personnel program.

D. In-Service Programs

In an attempt to establish in-service programs each dean agreed that a common approach was perhaps the most appropriate. Never before in the history of the college had in-service monies been specifically budgeted for upgrading the student personnel staff. Also it was felt that perhaps a pooling of resources would best serve the purpose at this time. It was agreed at the August 1968 Council of Student Personnel Deans meeting that each Dean would request an equivalent of 10¢ per student for in-services purposes. Also it was decided that the Office of Instructional Services should match the amount requested. Thus for a system of 36,000 students a total of $7,200 ($3,600 by campuses, $3,600 by Office of Instructional Services) was requested for in-services of student personnel staff.

As a result of a fiscal crises all in-service funds were cut for the 1969-70 budget and no funds were available. However, one campus, Southeast, was successful in beginning an in-service program for the counseling staff. This was made possible by cooperation with the City of Chicago Community Mental Health Division. The program primary consisted of Sensitivity or T-Group training for the counseling department staff.

It is also felt that the precedent of requesting funds for such purposes

has been established and that the time will come when the college as a whole will recognize the importance of such requests.

E. Use of Consultants

On January 8, 1969, in response to a recommendation by Dr. Joseph Cosand,the North Central Association consultant to Chicago City College,to utilize consultants in key areas a memo was sent to the Educational Planning Council Staff. (Appendix C). That memo recommended certain recognized experts to act as consultants in the area of student personnel.

Dr. Jane Matson has been acting as a consultant for the past year and has visited each campus of the Chicago City College. Dr. Walter Johnson had visited Chicago City College on a number of occasions and has become very familiar with the overall program. Dr. Max Raines, as staff Director of the Carnegie Report has also become familiar with the Chicago City College Student Personnel Programs.

On March 20 and 21 Drs. Matson, Johnson and Raines met with a representative of the Student Personnel Deans Council and one from the Central Office staff to formulate specific recommendations for the Chancellor with respect to the Student Personnel Program at Chicago City College. That report is presently being drafted.

CONCLUDING REMARKS

Chicago City College is at a critical crossroad in its history. Can it make a meaningful commitment to the inner city it serves? Can it respond to the manpower needs of industry and business? Can it serve as a forum for community concern as a catalyst for community growth? Can the spotlight of education come to focus on the student and his development, rather than on the accumulation of course credits?

Chicago City College has risked its future on an affirmative answer to these questions. Any hope of achieving even a modicum of success in fulfilling these goals depends, to a very great extent, on the efficacy and quality of the student personnel program.

Appendix A	Student Personnel Philosophy
Appendix B	I.S.C.F. revised copy
Appendix C	Memo re: Consultants
Appendix D	Organizational Chart
Appendix E	Enrollment Chart

APPENDIX A

MEMO TO: Student Personnel Deans

FROM: J. Donahue, V. DeLeers, W. Soderquist

DATE: January 9, 1969

SUBJECT: Final Revised Sub-Committee Report on Philosophy and Functions of Student Personnel Services

PRINCIPLES AND COROLLARIES FOR A PHILOSOPHY OF COMMUNITY COLLEGE STUDENT PERSONNEL SERVICES

1. A college exists chiefly to make it possible for students to mature and effect in themselves beneficial changes, intellectual and other.

   The primary focus of all the resources of the college should be on meeting the educational needs of the students.

2. The student is a person and a citizen.

   Every student has an inherent dignity.

   The student has rights and responsibilities which are not endowed by and cannot be abrogated by the college.

   Each student is unique.

3. As a person, a student functions as a whole being.

   The intellectual changes in the student cannot be isolated from other changes and states.

   A college cannot effectively cooperate with the student making changes unless it shares with him a realistic appraisal and a constant awareness of his real and total state.

4. It is the chief responsibility of the student personnel services in a college to help the student develop an understanding of himself and to help the student develop an understanding. It is expected that the learning experiences designed by the college for and with the students will derive from this understanding of the students.

5. Because the community college attracts a more diversified and heterogeneous student population, a dynamic student personnel program is most crucial in meeting the needs of the students and the objectives of the institution.

The philosophy stated above focuses on the student and his needs as the central concern of the college. In order to implement this philosophy the student personnel services can be classified into the following functional areas.

STUDENT PERSONNEL FUNCTIONS

The student personnel functional areas are the major activities that must be carried out through student personnel services to advance the basic purposes or goals of the institution. Those areas are:

A. ADMISSIONS

Those activities designed to obtain, organize, and appraise significant background information for each student to determine (1) his eligibility for admission to the college and various courses and curricula within the college, (2) his probable chances for success in various courses and curricula, and (3) any conditions or restrictions to be imposed on his admission or re-admission.

B. ADVISEMENT

Those activities designed to bring each student into individual and continuing contact with a college staff member qualified to advise the student regarding such matters as (1) selection of courses for which the student is eligible and which are consistent with his curricular choice as well as any occupational or senior college preferences he may have, (2) evaluation of academic progress, (3) effective methods of study, and (4) identification of specific resources within the college or community.

C. COUNSELING

Those activities of professionally trained counselors designed to aid each student in (1) formulating vocational and educational goals, (2) clarifying his basic values, attitudes, interests and abilities, (3) identifying and resolving problems which may be interfering with his educational progress, and (4) identifying appropriate sources of assistance for resolving more intensive personal problems.

D. FINANCIAL AID

Those activities designed to (1) provide or identify various sources of financial assistance (e.g. loans, grants-in-aid, scholarships, etc.) for either those students whose progress or continuation may be impaired by lack of finances, or those who deserve aid on the basis of outstanding achievement.

E. JOB PLACEMENT

Those activities designed (1) to identify part-time work experiences specifically related to the educational goals of students, (2) to place students who are currently enrolled in occupational curricula in positions that are mutually productive for the student, the employer, and the college, (3) to locate appropriate employment opportunities for graduates, and (4) to provide prospective employers with placement information that may be helpful in reaching employment decisions.

F. REGISTRATION AND RECORDS

Those activities designed to (1) officially register students, (2) collect appropriate student data, (3) administer academic regulations, and (4) initiate and maintain official records of each student's academic progress and status.

G. STUDENT ACTIVITIES

Those activities designed to (1) provide opportunities and encouragement for students to participate in self-government and institutional policy formation, (2) foster development of cultural, educational and vocational opportunities which supplement classroom experiences of students, (3) encourage student involvement in service activities in the community, and (4) develop in cooperation with students those social, recreational, and leisure time activities which are appropriate to a college setting.

H. ADMINISTRATION

Those activities that are designed to provide adequate numbers of qualified professional and clerical staff members, suitable facilities and equipment and an integrated plan of organization that will foster effective development, evaluation and coordination of the student personnel service program in itself and with other components of this institution.

APPENDIX B

Appraisal of Student Personnel Services

We need your assistance in appraising the following thirty-one identifiable functions. This request marks the beginning of a year long "self-study" of such services in an attempt to elicit a clearer understanding of the current status of the Student Personnel Programs at Chicago City College.

Based on your experiences and the experiences of your colleagues, estimate the degree of effectiveness of each service as offered at this college.

A - Excellent
B - Good
C - Fair
D - Poor
F - Very Poor
X - Not a function of this campus
Z - Cannot judge

How would you rate your campus in:

_____ 1. Providing prospective students with information about the college (courses, programs, expenses, regulations, housing, activities, etc.). (PRE-COLLEGE INFORMATIONAL)

_____ 2. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed. (EDUCATIONAL TESTING)

_____ 3. Appraising any previous education record of the student to determine his probable success in various courses and curricula which might interest him. (APPLICANT APPRAISAL).

_____ 4. Conducting registration for classes and payment of necessary fees. (STUDENT REGISTRATION)

_____ 5. Maintaining records of the academic progress of each student (grades), the activities of the student at the college, the honors which the student may receive, and some indication of his social development. (STUDENT RECORDS)

_____ 6. Establishing and maintaining regulations pertaining to academic probation, course pre-requisites and graduation requirements. (ACADEMIC REGULATORY)

_____ 7. Consulting with incoming students about their career plans, educational goals, and probable chances for achieving them. (APPLICANT CONSULTING)

_____ 8. Providing a course for students during the first semester (or quarter) which helps students to learn about the college, about study skills, about career opportunities and about self-development. (GROUP GUIDANCE)

_____ 9. Providing staff advisors who are available to consult with students about their choice of courses, their academic progress and other matters that may concern them. (STUDENT ADVISORY)

____ 10. Providing counselors who are available to consult with students about their vocational plans, or their personal and social concerns. (STUDENT COUNSELING)

____ 11. Providing information about career opportunities that are related to the various courses and curricula of that college. (CAREER INFORMATIONAL)

____ 12. Providing a few orientation days at the beginning of school which help new students "get the feel of things." (STUDENT INDUCTION)

____ 13. Developing and enforcing "consistent" regulations for governing the social life of the student while on campus. (SOCIAL REGULATORY)

____ 14. Providing opportunities for students to have their own self-government through elected representatives. (STUDENT SELF-GOVERNMENT)

____ 15. Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests. (CO-CURRICULAR ACTIVITY)

____ 16. Providing opportunities for students to become actively involved in and concerned with some of the major problems faced by our society. (CIVIC INVOLVEMENT)

____ 17. Providing opportunities and facilities for students to participate in various sports as well as information social activities. (RECREATIONAL ACTIVITY)

____ 18. Providing a program of inter-collegiate athletics that are of interest to the student body. (INTER-COLLEGIATE ATHLETIC)

____ 19. Providing students who need financial assistance with opportunities of part-time jobs, or with short-term loans, or with grants-in-aid. (FINANCIAL ASSISTANCE)

____ 20. Awarding scholarships to students having outstanding academic or activity records. (SCHOLARSHIP AWARDING)

____ 21. Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives. (CO-OPERATIVE PLACEMENT)

____ 22. Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans. (GRADUATE PLACEMENT)

____ 23. Providing tests which will help students in identifying any deficiencies in basic skills which they may have in reading, writing or arithmetic. (BASIC SKILL DIAGNOSTIC)

_____ 24. Providing a special program for students who may discover deficiencies in any of the basic skills. (BASIC SKILL DEVELOPMENTAL)

_____ 25. Requiring students to have a physical examination before admission to the college as a means of protecting the health of students. (HEALTH APPRAISAL)

_____ 26. Providing the necessary medical personnel to handle problems of illness or accidents which may occur on campus. (HEALTH CLINICAL)

_____ 27. Providing college resources and staff to make known to out-of-school youth and adults the educational opportunities available to them. (NON-STUDENT COUNSELING)

_____ 28. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college. (PROGRAM ARTICULATION)

_____ 29. Conducting surveys, such as this, as a means of strengthening the services to students, to the faculty, and to the institution. (PROGRAM EVALUATION)

_____ 30. Providing opportunities for members of the college staff to increase their professional skill and knowledge through participation in professional conferences and programs both on the campus and elsewhere. (STAFF DEVELOPMENT)

_____ 31. Developing methods of coordinating and staffing student services for maximum benefit of the students, the faculty and the college. (ADMINISTRATIVE ORGANIZATIONAL)

APPENDIX B (continued)

KEY FOR STUDENT PERSONNEL SELF-APPRAISAL FORMS

Copy No:	Directed To:
1	Student Personnel Dean
2	Student Personnel Dean Staff
3	Campus Head
4	Academic Dean
5	Another Academic Administrator
6	President of Faculty Council
7	Union Leader
8	Newspaper Editor
9	Head of Student Government
10	

APPENDIX C

MEMO TO: Educational Planning Council Staff

FROM: Dr. Virginia Keehan, Mr. R. Edmund Dolan

DATE: January 8, 1969

SUBJECT: The Use of Consultants at Chicago City College

AREA: Student Personnel Services

During the past year Dr. Jane Matson was employed as a consultant in the area of Student Personnel. Dr. Matson met with Student Personnel Deans, central office staff, and more recently with the staffs of three campuses.

Dr. Walter Johnson, Michigan State University, has met and consulted with Deans of Student Personnel Services and individual central office staff.

Dr. Terry O'Banion, Assistant Professor of Higher Education at the University of Illinois, consulted and helped develop a Title III Project Design for strengthening the Student Personnel Service at Crane and Wilson Campuses.

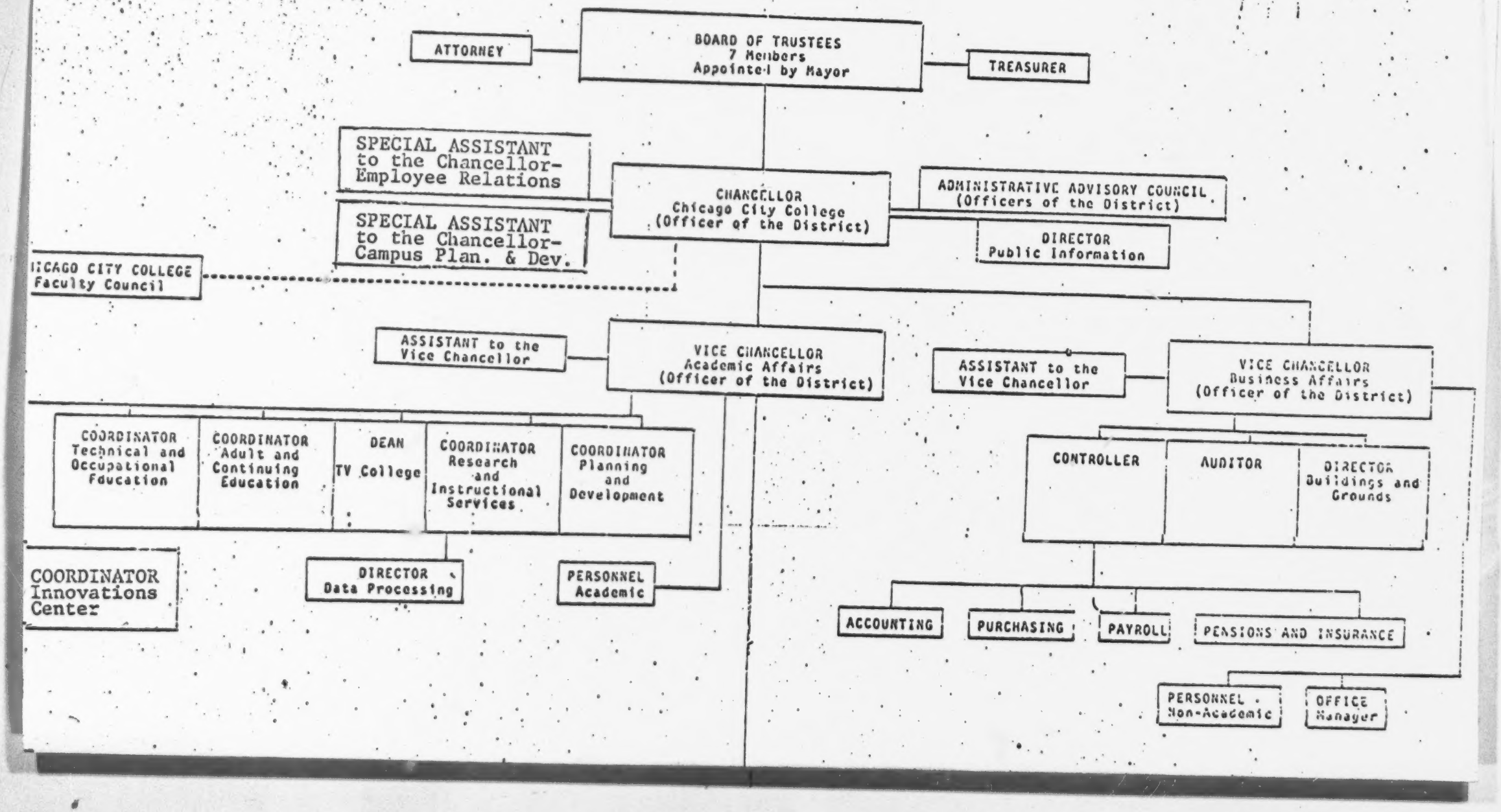
It is hoped that the expertise of these individuals can be drawn together. It is thus recommended that a consultant team visit Chicago City College in order to help in the development of new patterns and guidelines of the Student Personnel Programs for the new campuses; and to make recommendations for the coordination of these programs at all campuses. Essentially, it is felt that this type of consultant can produce: (1) administrative designs; and (2) model programs for Chicago City College in this area of Student Personnel Services.

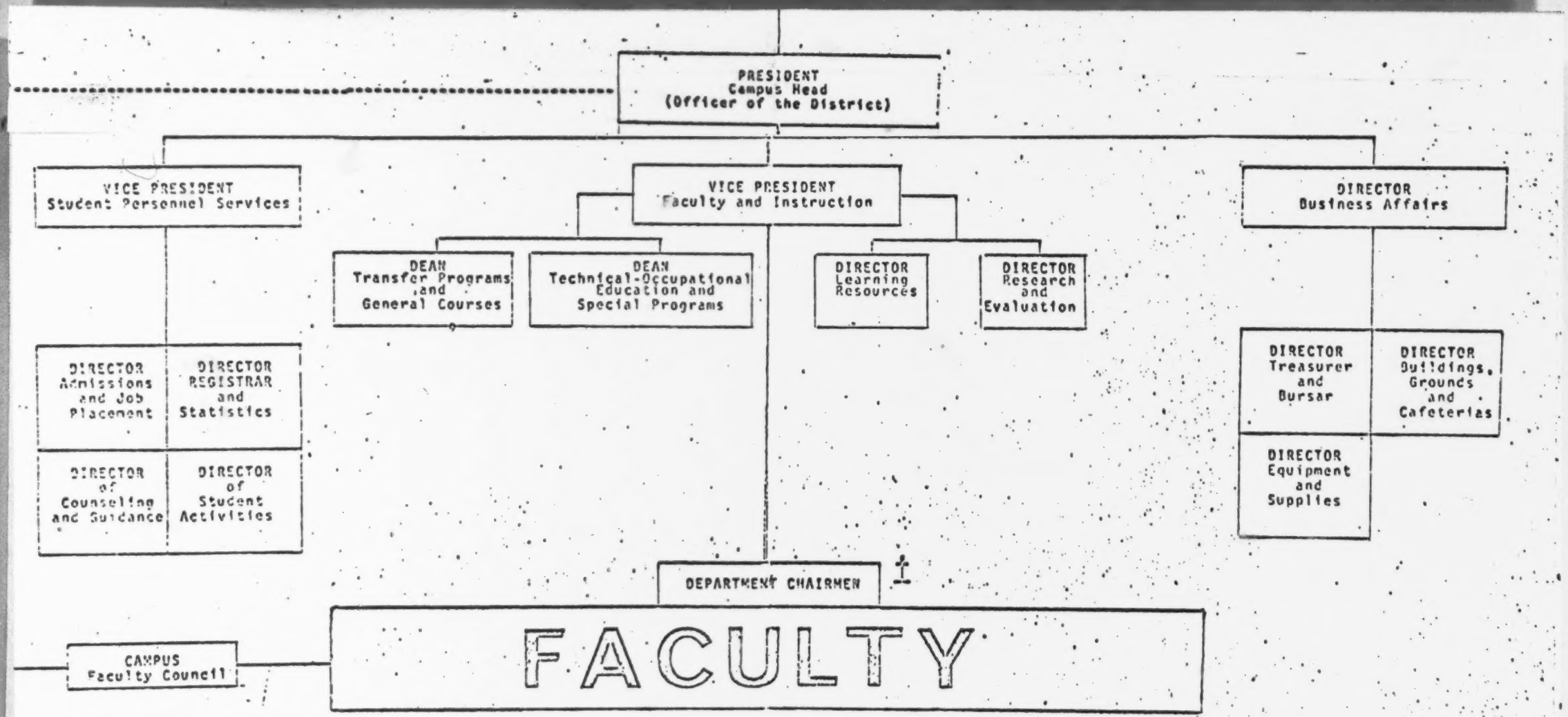
RED:pjh

CHICAGO CITY COLLEGE

Board of Junior College District No. 508, County of Cook and State of Illinois

ORGANIZATION CHART *





* For a fully-developed campus.

† The specific departments and their number will tend to be similar among the campuses, but they may vary somewhat from campus to campus because of the unique character of the campus and the nature of the educational program.

—— Line Relationship ---- Advisory Relationship

ay 7, 1968

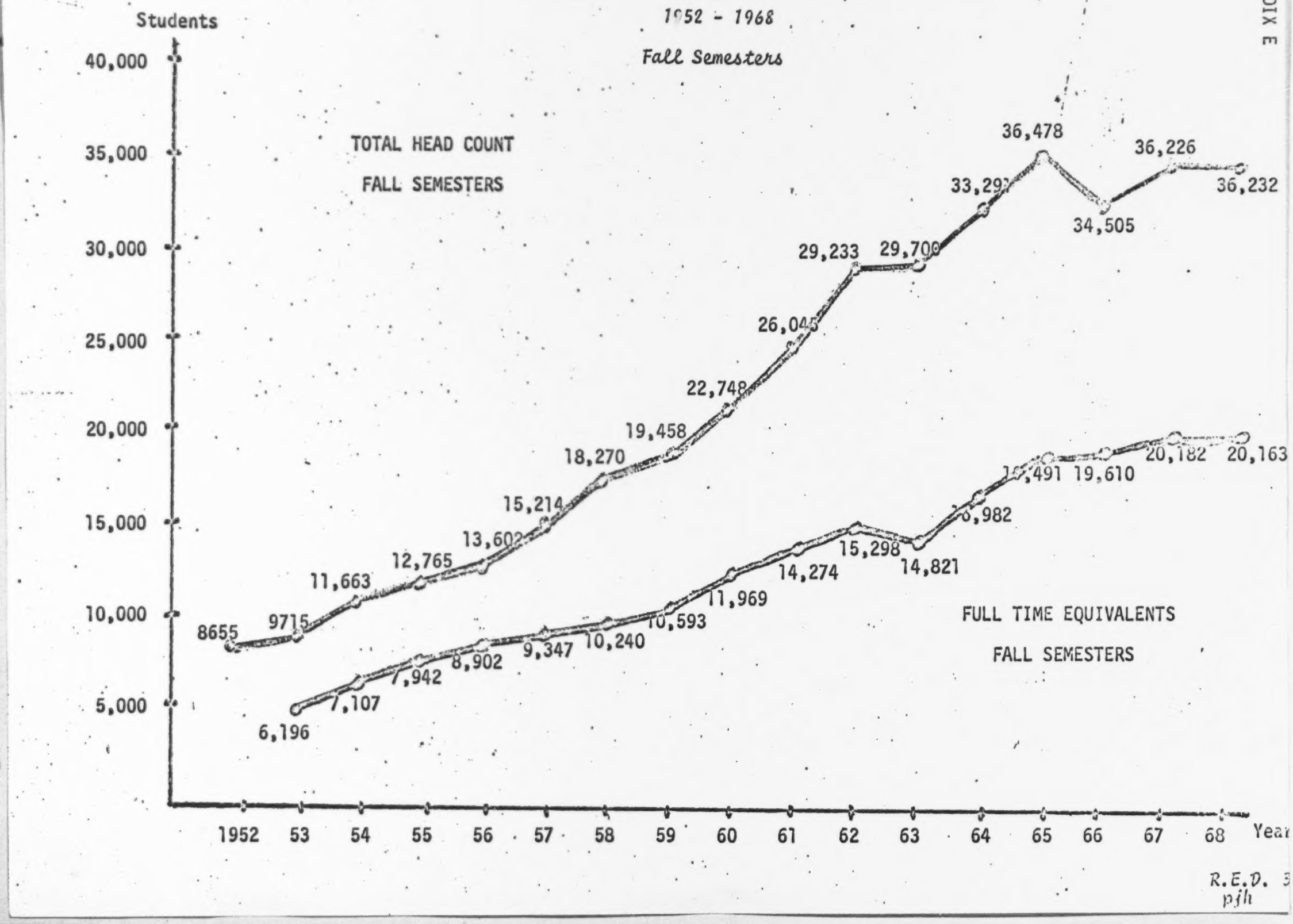
Adopted 8/23/66 Board Report No. 34
Amended 8/8/67 Board Report No. 278
Amended 11/29/67 Board Report 345
Amended 5/7/68 Board Report No. 473

APPENDIX E

CHICAGO CITY COLLEGE ENROLLMENTS

1952 - 1968

Fall Semesters



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